MI reflections

Chapter 1

Multiple intelligences are something that I’ve been familiar with since about freshman year of high school, but something new that was brought to my attention in this reading was that people can possess all of the intelligences but in their own way. On page 16, it discusses how 2 people can be bodily-kinesthetic, one being outstanding out on a field, but the other being a great weaver. A person could love to write stories, but when it comes to the classroom they could like to learn visually. Someone, like me, could be even more than 2 types of intelligences, but usually there is one type that is the most obvious, which for me is bodily-kinesthetic. I think out of all of the intelligences, this is one that many people have a little bit of because everyone can benefit from being active in a classroom and getting involved in hands-on assignments that really get you thinking about what you need to do instead of just listening to a teacher talk about it. It is so interesting how different people can be, but have so many similarities. I hope to be able to incorporate MI questionnaires in my future health classes, and help students to understand why knowing the types of learners they are is important. There are so many different sites that have ways of assessing people intelligences. I plan to incorporate into my first few classes as a teacher one or more of these assessments to be able to better understand how my students learn.

Chapter 2

As we read more about MI, the more I consider how my students will relate and be different from each other... Many of the students will have similar intelligences considering there are only eight types, but each of them will be slightly different. Working with each student and finding out how they learn is something that I'm both nervous and excited about because there's only one teacher and there will be more students, yet they will each have their own individual ideas and preferences that they can bring to the class. The students will have their own ways of learning, as well as I have my own way of learning which then will reflect on how I teach. It's important to me that I understand how each of my students learn so that I can help them to get the most out of my classes. Differentiating each lesson will be crucial in incorporating and engaging every student into every lesson. First knowing how I learn helps me to then be able to work with students who work similar to me, but the hard part comes when I’m working with students whose learning style is different than my style. This is why we as teachers have to work hard to make our lessons focus on as many intelligences as we can so that every student can be included.

Chapter 3

Observation has always been something I’ve been good at growing up. I’m good at taking a step back in situations and looking at big pictures to see what needs to be improved or what is being done well. I believe that observation is a big part of being a teacher and being able to see how students work individually and with others. It’s important to know how your students operate in all areas of the multiple intelligences. There are parts of each intelligence in every student, some are just more prevalent than others. A good way to learn about a student is to find out what they do during free times or outside of the classroom. You can find out a lot about a student just by knowing what they like to do for fun. Most athletes are bodily-kinesthetic, readers are mostly linguistic, etc. It’s easier as a middle school or high school teacher to find past documents about a student and learn from other teachers how the student learns or what they do and don’t like to do. Being a teacher is sort of a big group of people who all have similar goals about giving students the knowledge they need to go on and become who they really want to be or do what they really want to do. I’m excited to become a part of that group and be able to make my classes and refine my philosophy based on what I learn from students and other teachers that I come in contact with.

Chapter 4

I loved the quote that came about, “children go into school as question marks and leave school as periods” (p.45). I thought that was a really cool way to describe students growth from the beginning to the end, although I disagree a little that it just ends with a period because even though when we graduate college, we still continue to learn and some people go back to school years later to start something new or to continue something they once started and never finished. I’d maybe change the period to a “…”. Chapter 4 also discusses way of teaching MI theory and a couple ways I thought were interesting were, career day, field trips, and biographies. Having students consider their futures early on can help them to think about their dreams and what they might want to be when they become adults. I believe that you never really know what you want to do for the rest of your life because for me, doing one thing for the rest of my life doesn’t sound appealing at all, but because there are so many different types of jobs, finding out what it is that I love to do most will help me to find something that will suffice my want for change and variance. This is what I want for my students; a way for them to look at where they’ve come and look at where they want to go and not necessarily having to make decisions, but realizing what they do and don’t want to do. A lot of times what a student wants in middle school has nothing to do with what they end up doing, but having it on their mind early on will maybe help them to see that it’s not at all what they want.

Chapter 10

“Learning in eight ways is fun, but when it comes to our bottom line—evaluating students’ learning progress—we’ve got to get serious again and test the way we’ve always tested” (p.130). This quote shocked me! How is it possible that someone could say intelligences are for “fun” and to “test the way we’ve always tested”… I strongly stand by the phrase that change is good. It is extremely difficult to successfully assess all students by one test. There is no way we can continually keep the same system of testing because generations change over the years and learning styles does take part in how students are assessed. I noticed a lot about tracking students progress, which in the future I would like to learn how to affectively do that because it seems as though, with everything else going on in a classroom, there isn’t much time for journaling about students. It is definitely important for a teacher to keep track of progress, but it is also important for the students to understand how they’ve progressed on their own. Having strong relationships with students will help to foster the growth of their learning during this process. Meeting with students throughout the year to discuss their progress will not only help you to understand their thoughts and feelings, but also help them to understand what they need to improve on. As I’ve focused on a lot throughout these readings, it’s very important to have student input in both teaching strategies and engaging students in how to improve their own learning.